

**THE EFFECTIVENESS OF SCHOOL INSPECTORS IN ASSURING THE  
QUALITY OF PRIMARY EDUCATION IN SHINYANGA DISTRICT**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, A dissertation entitled, **The Effectiveness of School Inspectors in Assuring The Quality of Primary Education In Shinyanga District** in partial fulfillment of the requirements for the award of the Masters of Education in Administration, Planning, Policy and Studies of the Open University of Tanzania.

.....

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**Date**

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## DECLARATION

I, **Kabati John**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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.....

Date

**DEDICATION**

This work is dedicated to my beloved wife Lucy E. Jilanga who spared neither encouragement nor a word of wisdom to help me realize my full potential.

## **ACKNOWLEDGEMENTS**

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## **ABSTRACT**

The study conducted focused on The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The study was conducted in Shinyanga region, Shinyanga District. The main objective of this study was to identify the role of school inspectors in controlling the quality of primary education, to explore perceptions of primary school teachers' towards school inspection/inspectors, identify the challenges that hinder effective school inspection, and to suggest ways which inspectors could use to improve the quality of primary education. The study involved 70 respondents where 51 were teachers, 10 school head teachers, 8 school inspectors and 1 DEO. Data were collected using questionnaires, interviews, and documentary reviews. This study employed a case study research design which allows a research to focus on a single unit in order to gain an in-depth understanding of nearly every aspect of the unit. The findings indicated that school inspection plays a potential role towards improving teaching and learning. Teachers declared that, the advice and feedback given through inspection reports and recommendations are useful in making improvements in school work performance. The study also found that making follow ups could enhance the implementation of the inspection and work efficiency of teachers. The study recommends that similar studies with different schools and in different regions could be conducted in other places for comparison purposes. The study also recommends that, the government and other education stakeholders should provide regular in-service training in the area of academic inspection.

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## **LIST OF ABBREVIATIONS**

|           |  |
|-----------|--|
| DEO       | District Education Officers  |
| HTs       | Head Teachers  |
| MED APPS: | Masters of Education in Administration, Planning and Policy Studies.     |
| MoE       | Ministry of Education  |
| MoEVT     | Ministry of Education and Vocational training                            |
| OFTED     | Office for Standards in Education  |
| PEDP      | Primary Education Development Plan                                       |
| PMO-RALG  | Prime Minister's Office, Regional Administration and Local<br>Government |
| SCI       | Chief School Inspectors  |
| SEDP      | Secondary Education Development Plan                                     |
| SI        | School Inspector   |
| Ts        | Teachers   |
| URT       | United Republic of Tanzania  |

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter presents the background to the problem, statement of the problem and the objective of the study. The chapter also presents research questions, significance of the study as well as definition of key terms.

#### **1.2 Background to the Problem**

External evaluation in education through school inspection by national governments is not new in the education system. It is stated that the first school inspection/supervision originated from France under Napoleons regime at the end of 18th century (Grauwe, 2007). Later, the idea spread to other European countries in the 19th century (Wilcox, 2000; Grauwe, 2007). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000). School inspection, was conceived as one of the forms of accountability in education (Neave, 1987). Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand. Also, the school voucher system in America, Chile, Colombia, and in England (Friedman, 2005; Lee & Wong, 2002).

The role of inspection in any sector is to ensure effectiveness of objectives and goals that are performed in any institution. The critical role of inspections in education as one of the dominant strategies for monitoring and improving performance of



education system in schools cannot be overemphasized. Inspection is mainly concerned with improvement of standards and quality of education such that it should be an integral part of a school improvement program (Sergiovanni & Starrat, 2007). School inspection practices especially in third world countries like Tanzania are associated with numerous problems which as a result make the issue of quality control as one of the most critical for all aspects. Provision of quality education has over the past few decades become inseparable from access to education. The Millennium Development Goals (MDGs ) of 2000 stated that by 2015 there could be an improvement in all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (Burnet & Felsman, 2012). The goal can only be achieved if primary education is adequately inspected, supervised and monitored.

Since 1961, school inspection in Tanzania has continued to be used as a necessary quality control mechanism (URT, 1998). The inspectorate role is evident in a range of tasks inspectors accomplish. Harvey and Williams (1991) delineate the inspectors' tasks as supervision, to give support and to act as liaison agents. If these tasks are not adequately assessed, it will not be possible to identify the extent to which teachers are being supported on several issues especially educational aspects such as pedagogy and administration. Quality is the ability of products or services to consistently meet or exceed customer expectations (Fry, 2001). Quality is the value that end-user perceives from a product or service. The implications of this is that, a product or service has quality when its features satisfy and anticipate customer needs

including expectations as well as conforms to a standards. In this respect quality is defined in terms of value because it is the benefits of the product or serviced that the customer assesses against price at which it is sold. Thus the concept of quality depends on the customer being saved to the maximum degree as possible.

Quality control is a means by which a firm makes sure that its goods and services will serve the purpose for which they are intended (Mondy & Premeaux, 1993). It is the measurement of problems and services against set standard by measuring the actual quality performance, comparing it to set standards and acting on any difference. It implies that active monitoring and supervision of the entire production process of the goods or service is a better option for ensuring quality goods and services. Inspection as a component of the school system is essentially a quality control mechanism for ensuring standards in school and education are provided in all schools (Dunford, 1993).

The school inspectorate of the MoEVT in Tanzania was established and mandated with responsibilities to ensure that the quality education system is sustained to meet the nation's education goal as stipulated in section 40-43 in the Education Act number 5 of 1978 and in sections 31 – 32 of the amended act. The school inspectorate is the professional wing of the ministry of education and vocational training whose job is to inspect schools as well as advice teachers, both in primary and pre-primary education (Katunzi & Mhaiki, 2003).

Inspectors tell the school what it does well and what it needs to improve. Inspectors

judge whether or not the school has improved compared to the last inspection report on quality of teaching, how well pupils learn, how well teachers assess pupils' work and how they use the assessment of pupils work to plan and set targets for meeting needs of individual pupils as well as groups (Hargreaves, 1995).

The general function of school inspectors in Tanzania is to ensure adherence to set policy, laws, regulations and standards of education in the school system (MOEC, 2005). In order to achieve this function, school inspectors are required to achieve these functions; first to inspect all schools and write report with a purpose of advising the commissioner of Education on matters which require decision making for improvement, second to inspect, educate and advice owners, managers, school boards or committees and teachers on good implementation of schools. Third is to initiate and conduct education research and disseminate information for the purpose of improving teaching standards in schools. The fourth function is to act as a link between the school and other institutions and the ministry, the fifth function is, to take part in book writing, book reviews and production of handouts as well as articles for various academy subjects. Sixth function is to pursue personal, professional and academic development and seventh function is to conduct in-services training for teachers and finally to carry out supervisory visits to improve quality of teaching in schools (MOEC, 2005).

Control of the quality of education in the sub-Saharan Africa through inspectorate department has not been implemented without challenges. While most countries have inspectors, they are often limited both in terms of number of schools they visit

and quality of support including guidance they provide. In Uganda, the aspiration is that each school will be visited once per term, but it is often restricted due to lack of transport and therefore, other tasks that inspectors are required to undertake are not fulfilled (Mulkeen,2005).

In Tanzania, each school is required to be inspected at least once in two years (URT, 2006). In districts where the number of schools is small, all schools are inspected yearly. However, schools in rural areas are less likely to be inspected because of lack of transport, geographical factors (Isolation, flood and poor infrastructure) plus financial facilities (Mulkeen, 2005).

In most developing countries, school inspections are likely to be contributing in any way to quality Education. Inspectors are limited by transport facilities while the quality of inspection itself is limited by expertise of inspectors. For example in Lesotho most inspector visits were not found to include evaluation of the quality of education, they provided little information of quality to the school or ministry (MOE, 2002). In Ghana, inspection had become visualized to the point where it involved only an inspection of lessons (Hedges, 2002). It could mean that teachers would only prepare lesson notes, but would be free to teach or not teach.

Furthermore (INSET) In-service Training for inspectors is to keep them abreast with development in Education, improve their professional skills and enjoy respect as well as esteem of the teaching professional. Some school inspectors are incompetent due to lack of INSET, unable to monitor and evaluate education program effectively.

Some inspectors reportedly visit schools so as to boss and harass teachers instead of helping solve professional problems. The unprofessional behavior of some school inspectors have serious negative consequences including poor relationship between inspectors and teachers, fear among school personnel which lead to development teachers negative attitude toward inspectors (Mwanzia, 1985; Wanga, 1988).

In Kenya there has been lack of clear policy of identifying suitable candidate to be recruited as school inspectors and, consequently unsuitable personnel find their way into the inspectorate such that they put the integrity of some official into question (Achayo and Githagui, 2001). Some inspectors seem to be highly, incompetent, unable to apply desired practices of school inspection and cannot distinguish between effective and ineffective schools. Some inspectors who have been secondary school teachers had been deployed to inspect primary schools without induction courses. Some teachers noted that some inspectors have limited knowledge about most subjects taught in schools and consequently they do not advise teachers adequately (Wanga, 1988). Studies done in Tanzania on school inspection reflect problems of implementing school inspection recommendation (Swai, 1982). Nobody has paid attention to the extent to which control of primary education influences the provision of quality education in Tanzania. For this case, this study investigate effectiveness of School Inspectors in assuring the quality of Primary education in Shinyanga District.

### **1.3 Statement of the Problem**

School inspectors play a valuable contribution in provision and control of the quality of primary school education. Several studies have been conducted focusing on

effectiveness of inspection in primary schools but no study has focused on specific schools or region/district/ward. However, studies conducted include effectiveness of inspection training program (Saburi, 2002) and implementation of inspectors' recommendations in secondary schools (Swai, 1982).

Other specific issues related to inspection of primary schools for quality practices such as teaching, reading materials, library and many others remain largely not researched in Tanzania, Shinyanga District in particular. It is on this premise that this study investigated the effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of this study was to investigate the effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District.

### **1.4.2 Specific Objectives**

- i) To identify the role of school inspectors in controlling the quality of primary education.
- ii) To explore perceptions of primary school teachers' towards school inspection/inspectors.
- iii) Identify the challenges that hinder effective school inspection.
- iv) To suggest ways which inspectors could use to improve the quality of primary education

### **1.5 Research Questions**

- i) What are the roles of school inspectors in controlling the quality of primary education?
- ii) What are the perceptions of primary school teachers' towards the school inspections report?
- iii) What are the ways that inspectors could use to improve the quality of primary education?

### **1.6 Significance of the Study**

The results of this study provides an insight to policy makers in their decision making over the funding and training program for school inspectors and primary school teachers. The study is also useful to school inspectors because it provide them with information about their role in improving the quality of primary school. In addition, the information from this study will enable other researchers to carry out further researches in the same area of primary education. The results of this study contribute knowledge to teachers, head teachers, school inspectors, and other education officials.

### **1.7 Scope and Delimitation of the Study**

The study focused on effectiveness of school inspectors in controlling quality of primary education. The study was conducted in Shinyanga District in Shinyanga Region. The study was conducted in 10 primary schools which are Masunula, Maskati, Kazuni, Ilobashi, Mapingili, Kadoto, Ng'walukwa B, Mwajiji, Imenya, and Nduguti.

## **1.8 Limitations of the Study**

The study on The Effectiveness Of School Inspectors In Assuring The Quality Of Primary Education In Shinyanga District met various limitations from various areas, some interviewee especially head teachers were reluctant to provide some information requested for this study fearing that such data would reveal their management weakness and others even expressed their concern that such information was sought for the purpose of giving them demotion or transfer. However that mentality was quite contrary to the objective of this study. Therefore much time was utilized to clear their thought.

Due to financial constraints the study could not cover the whole region of Shinyanga. Instead it was confined itself in Shinyanga district focusing on ten primary schools. However the findings may only be applicable in the similar context having similar characteristics elsewhere. Also the findings may not be applicable in an environment with different characteristics. Henceforth collection of data through face to face interview which targeted the education administrators faced some difficulties due to the fact that many of them who were approached produced endless excuses pretending to be too busy. There were even several trips to some school to allow the respondents ample time to fill in the questionnaires and collect them back on the other days. The latter was time consuming.

## **1.9 Definition of terms**

### **1.9.1 School Inspectors**

School inspectors are educational professionals who are not directly involved in



schools and who are usually, specifically appointed for the duty of school inspection (Wilcox, 2000). In this context they are teachers who have been selected according to their academic, experience qualification and have attended the school inspectors training course for the purposes of inspecting schools and giving proper advice.

### **1.9.2 School Inspection**

School inspection refers to the visit to the school by the school inspectors in order to assess the quality and performance of schools in terms of teaching, learning and provision of services, projects and other aspects of the whole school development (Saburi, 2002).

### **1.9.3 Effectiveness**

Effectiveness refers to the degree of success in the education institution. It includes the execution of school inspection tasks (Saburi, 2002). Effectiveness in general terms denotes the extent to which objectives and goals are achieved. It differs with efficiency in the sense that, while efficiency strives for appropriate use of resources and time, effectiveness will always ask, to what extent the intended objectives have been attained.

### **1.9.4 Quality Control**

Quality control is a process whereby entities review quality of all factors involved in production for maintenance of standards of quality on school leavers. It represents an attempt to impose control on a system. In essence, a quality control approach is in charge and knows how best education processes should be done. According to

UNICEF (2000), quality of primary education is the child-centered education, that the key goal of education is the development of the individual child's personality, talents and abilities, in recognition of the fact that every child has unique characteristics, interests, abilities and learning needs. In this study, quality in primary education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. According to UNESCO (2000), quality education is a tool which enables the learner to acquire knowledge, values, attitudes and skills needed to face challenges of the contemporary society and globalization. In this study, quality education refers to education which is expected to have positive impact to the learners and creates well-educated people with a high quality of life that in the study area solve problems and come out with solutions for the current development challenges.

#### **1.10 Organisation of the Study**

This study has been organized in five chapters. Chapter one presents; Introduction and background to the problem, statement to the problem and objectives of the study. It also outlines research questions, significant of the problem, scope and delimitation, organization of the study Limitation and definition of terms. Chapter two contains conceptual frame work, theoretical literature review and research gap. Chapter three presents all information falling under research methodology and chapter four present findings of the study, data analysis as well as discussion of the findings. Chapter five gives the summary, conclusion and recommendations. The list of References and Appendices are presented at the end of chapter five.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with theories underlying school inspection which are scientific management theory, human relations theory and critical theory. The chapter also presents empirical literature review and conceptual framework guiding an understanding of how school inspection impact on teaching and learning. Finally the research gap is given.

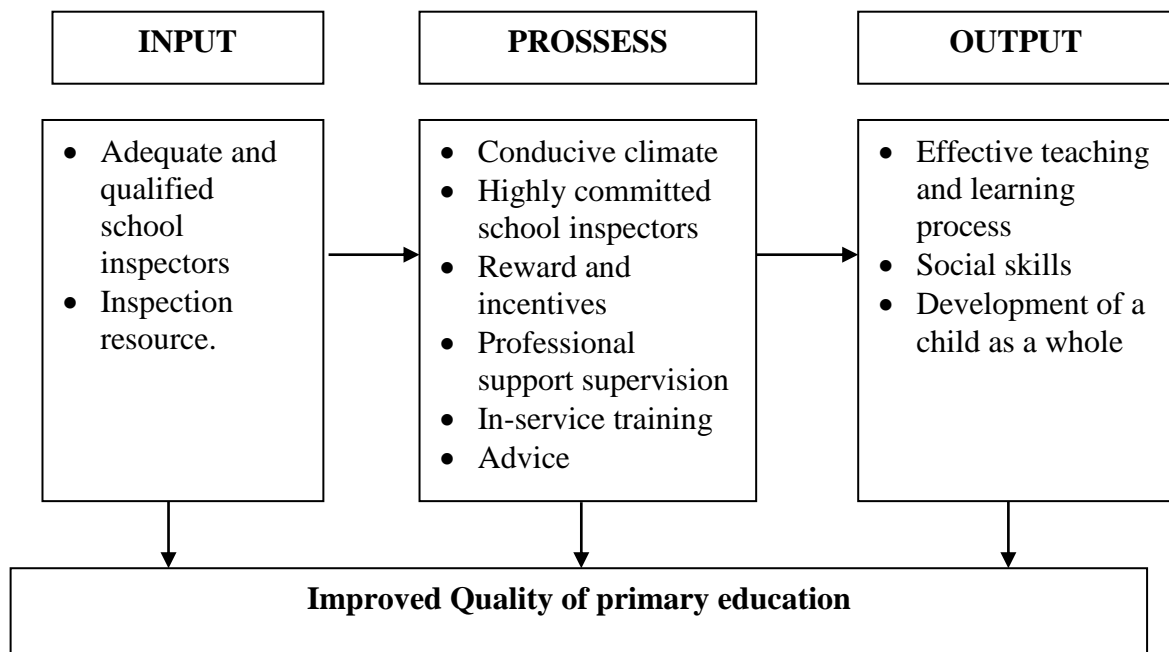
#### **2.2 Theoretical Literature Review**

##### **2.2.1 Conceptual Framework**

A conceptual frame work is a model of presentation which shows the relationship of the variables graphically or diagrammatically (Orodho, 2004). The effectiveness of the school inspectors in control of quality primary education needed a model so as to focus on important components of quality determinant as proposed by Delors (1998), Osaki (2000) and Omari (1995) which include input, process and output components. These are reflected as major elements of the conceptual frame work, which guided this study. In this study, indicators of effectiveness of school inspectors in control of quality primary education are under the following.

Under inputs, the study assumes that in order to have quality primary education there must be qualified and adequate school inspectors, qualified, committed and adequate teachers, conducive learning environment and material resources such as stationary

and transport means. When we use the appropriate resources as mentioned above, we can yield better graduates in our schools. On process, this study assume that if school inspectors are provided with in-service training, professional support, conducive working environment/climate and availability of advice, the quality of primary education could be improved consequently the output will be good academic performance. Output phase is composed of effective teaching and learning process, development of a child as a whole, social skills and competent teachers. Omari (1995) asserts that some criteria as indicator for quality education are successful learners who we are expected to be creative, highly motivated and confident, successful teachers, participation in communities and classroom, economic success and employability.



**Figure 2.1: Effectiveness of School Inspectors in Control of Quality Primary Education**

Source: Adapted from Omary, 1995.

### **2.2.2 Scientific Management Theory**

School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18th century in European countries (Grauwe, 2007). School inspection is an organ of quality assurance in education, gained its strengths in connection to the introduction of scientific management theories. Scientific management is concerned with how to manage work (teaching/training) and organizations more efficiently.

Scientific management theory was developed by Fredrick Taylor, an American engineer, in his book, “The Principles of Scientific Management (1911)”. This theory is sometimes known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesizes work flow process in improving labour productivity (Halk *et al.* 1998; Hoyle and Wallace 2005; Wertheim, 2007). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they have little desire for responsibility they would prefer to be directed (Halk *et al.* 1998; Hoyle and Wallace, 2005; Wertheim, 2007).

The scientific management concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007; Hoyce & Wallace, 2005).

Classroom supervision and observation were introduced as approaches for teachers' evaluation together with performance appraisal scheme based on specific targets (Sergiovanni and Starratt, 1993; Hoyle & Wallace, 2005). The idea behind introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to and they carefully followed the approved teaching protocol and guidelines (Sergiovanni and Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of work. Teachers had to follow the pre-determined objectives and goals of education stated in the national curriculum. School inspectors were to make sure that teachers followed these arrangements for effective teaching and learning.

### **2.2.3 Vygotskian Social-Cultural Theory**

Vygotsky (1934-1989) asserts that, child development is affected by social and cultural context. Social cultural theory basically views the social cultural context to be crucial in the process of interaction among adults and children as well as between these groups (Jurs & Wiersma, 2004). By definition, a theory is a generalization or series of generalizations by which humans' attempts to explain some phenomenon in a systematic manner (Jurs & Wiersma, 2004).

At the core of the theory is the belief that, social interaction facilitates an individual intellectual growth by enabling him/her internalize the outcomes produced by working together through strategies and knowledge (Kozulin *et al.* 2003). With regard to this study, the inspector and teacher interaction in the school contexts could

be facilitative or inhibitive for teachers' professional growth and eventually would lead to consequences in primary education quality. However, in order to have a productive interaction between the school inspectors and teachers the school inspectors must have thorough content knowledge, the pedagogical content knowledge and curriculum knowledge subject. Such particular aspects would enable school inspectors to have confidence and earn respect from teachers because they would be helpful to them.

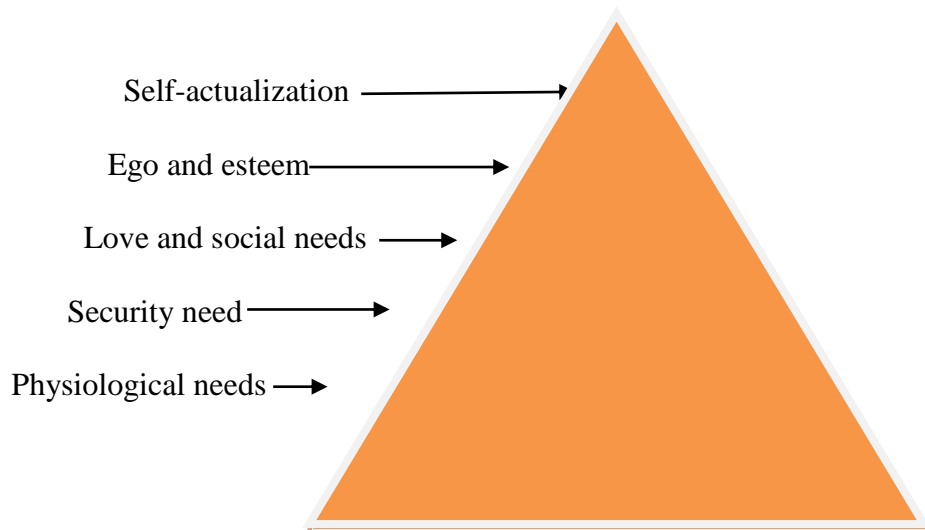
In the whole process of teaching and learning, the inspectors should have cooperative and friendly relationships with teachers who monitor the whole process of teaching and learning. According to Vygotsky's (1978) human sociability and social interaction thesis, the manner and content of interaction makes a big difference in terms of change in professional practice just as it is with the manner and content of interaction between teachers and children.

#### **2.2.4 Abraham Maslow's Hierarchy of Needs**

Maslow's (1970) in (Cole, 2002) need-based theory of motivation.. According to this theory, a person has five fundamental needs: physiological, security, belonging, esteem and self-actualization. Maslow represented these needs as a hierarchy in the shape of a pyramid (Figure 2.1). A hierarchy is an arrangement that ranks people or concepts from lowest to highest.

According to Maslow, individuals must meet the needs at the lower levels of the pyramid before they can successfully be motivated to tackle the next levels. The

lowest three levels represent deficiency needs, and the upper two levels represent growth needs, (Lambert, 2011). Figure 2.1 represents levels of Maslow's hierarchy of needs.



**Figure 2.2: Maslow's Hierarchy of Needs**

Source: Lambert, 2011

The physiological needs include: pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food and shelter. It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory include: realizing ones full potential of self-development. According to Maslow, once a need is fulfilled, it is no longer a need. It



ceases to motivate employees' behaviour and they are motivated by the need at the next level of the hierarchy.

The study was guided by two theories which are Vygotskian social-cultural theory and Abraham Maslow's hierarchy of needs. Vygotskian social-cultural theory stresses the role of social and cultural context in educational practices and put interaction among adults and children most important in the process of teaching and learning where parents or guardian, teachers and school inspectors interact with children.

On the other hand, Abraham Maslow's hierarchy of needs explains how people (pupils', teachers' and school inspectors') satisfy various needs in the context of their education process. Maslow theorized that an individual could not recognize needs where she or he is not completely satisfied. In level one, pupils', teachers' and school inspectors' should acquire physiological needs which include satisfying hunger and thirst in order to learn, teach and inspect schools smoothly. In level two pupils', teachers' and school inspectors' need safety, stability and protection all over their life from household to the school level. In level three pupils, teachers and school inspectors need love and belongingness in order to escape loneliness, love and beloved, and gain sense of belonging. In level four pupils, teachers and school inspectors need esteem which include self-respect and respect of others within the community especially in school environment and in level five pupils', teachers' and school inspectors' need self-actualization, which is characterized by being problem-focused, realizing ones full potential of self-development

## **2.3 Empirical Literature Review**

### **2.3.1 Indicators of Quality of Primary Education**

The Government of Tanzania through the Ministry of Education and Vocational Training (MoEVT) as well as Prime Minister's Office Regional Administration and Local Government (PMO-RALG) is committed to provide quality education through empowering school heads by giving them more authority to manage schools effectively and efficiently. Efforts to improve school performance and attaining quality education are fundamental to Tanzania's development.

In this pursuit, the school heads play an important role in maintaining quality of education. As leaders of individual schools, the school heads constitute a key portion in the educational system. Simply put, unless our school heads are successful, our schools cannot be. Thus, we are focusing our efforts on how to support heads of school to improve education in Tanzania. Quality of primary education cannot be left to be supervised only by head teachers but also by school inspectors (MOE, 2002).

According to Moss and Pence (1995) identified the following indicators of quality primary education; first there must be clear aims, objects, set and shared by teachers as well as parents, understood by children, subject modification through a process involving all interest parties. Mayer *et al.* (2001), identifies 13 indicators of school quality that recent research suggests are related to student learning and reviews the national data showing the current status of our schools. These indicators are categorized as the characteristics of teachers, the characteristics of classrooms, and

the characteristics of schools as organizations. The indicators on teachers include the academic skills of teachers, teaching assignments, teacher experience, and exposure to professional development opportunities. Regarding classrooms, the indicators include content coverage, pedagogy, technology, and class size. The indicators on school organization address school's goals, leadership, faculty, discipline policy, and academic environment are indicators of school quality education

### **2.3.2 Impacts of School Inspectors**

Sekamwa (1997) conducted a study in Uganda on the impact of the school inspectorate in private secondary schools. The findings revealed that school owners complained against the inspectorate division that standards used to measure private schools against government school and mission were unfair. Govinda and Shahjahan (1998) conducted a study in Bangladesh where they revealed that, most teachers felt a sense of panic when supervisors visited their schools while their pupils felt insecure. They advised that supervisor have to focus on daily problems facing teachers in classes and that there should be wider teaching experiences.

In Zimbabwe, school inspectors are termed as quality controller for the sense that they are the regulatory processor through which they measure the actual quality performance, compare them with standard and act on differences (Wardworth *et al*, 2012). Thus, in this country school inspectors enjoy the monopoly of detecting quality and defects of education. However, in the light of this, there is also quality assurance which advocates on prevention of defects rather than identification of defects that has already occurred (Sallis, 1996; Wardworth *et al*. 2002). Relatively a

few studies have been conducted on school institution in Tanzania. Mohamed (2006) conducted a study on effectiveness of whole school inspection in primary schools. The study revealed that changes towards improving the quality of education were the results of the use of inspectors'. Thus, school inspection is one of the most important factors in bringing quality of education in Tanzania.

Nyaki (2006) on the other hand, studied effectiveness of regular whole school inspection in improving quality of secondary school education. The findings revealed that there were no big changes especially in curriculum implementation and schools' physical plant. Thus, the school inspectorate department should advice more on effective strategies for monitoring the pedagogical process and efficiency of inspection including close follow up of implementation of school inspectors. Saburi (2002) conducted research on effectiveness of the current training programmers for school inspectors. The finding revealed that the course contents was relevant and well organized but course duration was inadequate and criteria used to recruit trainers were not objective. However, the need to improve school inspection was raised.

Swai in 1982 studied problems of implementing school inspection recommendations at secondary school education level. The findings indicated that there were problems of implementation of school inspection recommendation. The recommendations were; first, the inspectorate unit should be decentralized to the schools rather than the district, zonal and central ministry. The fact is that, supervisors in schools are cheaper in terms of fiscal resources compared to the present situation which require

much travelling and financial resources and increase more expenditure to the ministry.

Second, the inspection should be organized in a weighty manner to exert the intended impact to the learners. By comprehensiveness of the inspection, this paper means; input, process and output. In many developing countries, including Tanzania, the major focus of the inspection team is output (results). This always makes the inspectors fail to reflect the reasons behind the worrying decline of the yearly output.

If the inputs and process had been seriously taken care of, the problem of output could have been definitively resolved. Third, the inspectorate units should allow the involvement of other stakeholders and research knowledge from other institutions such as universities, educational institutes, examination council and the curriculum development units, these should be involved in educational supervision and improvement to make educational supervision is a continuous process that establishes channels of communication and solicits inputs from representatives. Some of the recommendations were left unattended.

Furthermore, Mbwambo (1990) conducted a study on achievement of the inspectorate in raising quality of teaching in Tanzanian secondary schools. The study revealed that, most of the teachers implemented inspectors' recommendations with the exception of a few teachers, especially those felt that they had long experience in the profession or had been administrators appeared reluctant to do so.

In addition Katunzi (1981) studied on inspectors' reform in Tanzania and its influence on teachers towards school inspection. The results from the study showed that the teachers' negative attitudes persisted toward school inspection. It was further discovered that the role conflict of inspectors was the main cause of persistent negative attitude. Also Sivonike (2010) studied on teachers' and pupils' perception on primary school inspection, the study revealed that school inspection as a feedback to schools was inadequate as they contained criticism than professional advice. The study concludes that some improvement needs to be made here and there in order to assist teachers so as to improve their skills instead of criticizing them all the time.

#### **2.4 Research gap**

The literature review shows that school inspection is a strategy deployed by schools to improve education quality. However, school inspection is done differently across countries and national states at different levels of education for example, the effectiveness of supervisors in Sir-Lanka (Govinda and Shahjahan 1998), impact of the school inspectorate in primary and secondary schools in Uganda (Ssekamwa 1997). In Tanzania some of the studies on inspection like those by (Swai, 1982) implementation of inspectors recommendations in secondary schools, effectiveness of the whole school inspection in primary schools and whole inspection in secondary (Nyaki 2006). In all these studies there were no specific studies that investigated the effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District. Therefore, the researcher had to bridge the gap by conducting an extensive study on effectiveness of school inspectors in assuring the quality of primary education in Shinyanga district.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology used to conduct this study. Specifically, the chapter presents the study area, research design, research approach and the study population. The chapter also presents the sample and sampling techniques, the methods of data collection, validity and reliability of instruments, data analysis and ethical consideration.

#### **3.2 Research Design**

According to Kothari (1992), research design is the plan showing the approach and strategy of investigation aimed at obtaining relevant data or information to answer the research objectives and research questions. According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. This study employed a case study research design. A case study research design is defined as a type of qualitative investigation that involves in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Gall *et al.* 2005).

The case study research design is a type of research that allows a research to focus on a single unit in order to gain an in-depth understanding of nearly every aspect of the unit with the hope that learning gained from studying one case can be generalized to many others. Unfortunately, some case studies tend to be highly subjective and it is

difficult to generalize results to a larger population (Stake, 1995). A case study provides much more detailed information than what is available through other methods. Therefore, case study research design was considered to be appropriate to enables the researcher to investigate in depth the effectiveness of school inspectors in controlling quality of primary education.

### **3.3 Area of the Study**

This study was conducted in Shinyanga district in Shinyanga region. According to the Population and Housing Census (2012), the district had a total population of 334,417 (URT, 2013). The inhabitants of this district are mostly the Sukuma. Culturally, the inhabitants of the district follow a matrilineal pattern of decency. The economic activities of the region include agriculture, small scale mining and animal husbandry. The district is bordered in the west by Kahama district, eastern part by Shinyanga Municipality, North by Misungwi and in the south is Nzega district. The district was purposively selected for this study because it ws among the district in the region which is ranked the second from the last in six districts in the 2015 Primary School Leaving Examination (PSLE) results. The district had a total number of 131 primary schools of which 129 are governmental owned schools and 2 are private schools. Ten schools were purposefully selected based on the performance in national examination results in 2015 primary school leaving examination.

The schools selected included, the top five primary schools which are Masunula, Maskati, Kazuni, Ilobashi, and Mappingili, and weakest five schools included Kadoto, Ng'walukwa B, Mwajiji, Nduguti and Imenya.



### **3.4 Research Approach**

The study employed mixed methods approach. Punch (2009) suggests that in mixed methods approach both qualitative and quantitative data are combined in some ways on the process of data collection, analysis and presentation. The rationale for combining both qualitative and quantitative approaches is to overcome limitations found in using one approach against those of the other. So, qualitative approach adequately reflects respondents' feelings and perceptions towards the study using phrases while quantitative approach focus on numbers, that is to say quantification of events in terms of frequencies and percentage can be made possible.

### **3.5 Target Population**

The target population for this study were all head teachers and teachers teaching in ten primary schools which are Masunula, Maskati, Kazuni, Ilobashi, Mapingili, Kadoto, Ng'walukwa B, Mwajiji, Imenya, and Nduguti. The study also involved school inspectors and district education officer (primary) in Shinyanga district.

### **3.6 Sample Size and Sampling Technique**

Sampling technique is a procedure used to select some elements of the population in such as way that it represents actual characteristics of the total population (Cohen, 2000). The sampling techniques which was involved in this study were purposive sampling and random sampling techniques.

#### **3.6.1 Purposive Sampling**

Purposive sampling was used because the target group is believed to possess reliable information for the study, which the researcher picks the respondents with the

required characteristics and information. Mugenda (2003) adds that purposive sampling involves people who are knowledgeable and had rich information about the topic.

In this study, ten schools were purposefully selected based on the performance in national examination results in 2015 primary school leaving examination. The top five primary schools which are Masunula, Maskati, Kazuni, Ilobashi, Mapingili, and the weakest five schools which are Kadoto, Ng'walukwa B, Mwajiji, Imenya, and Nduguti were selected. Also ten headteachers ,seven school inspectors,one Chief District School inspector and one District Education Officer were purposively selected. The researcher wanted to find out whether school inspection had contributed to a success of those top five schools in national examination results. For the weak schools the researcher wanted to explore the teachers' views on school inspection in relation to their poor performance.

### **3.6.2 Simple Random Sampling**

Simple random sampling technique is a probability sampling technique whereby all members in the population have equal chance of being selected to form a sample (Kothari, 2004). This technique was applicable for selecting fifty per cent (50%) of teachers in the selected schools. Teachers name were listed alphabetically and assigned letter A, B, C...etc. the names were mixed together in a box or any other container. Considering the total number of teachers at each school, fifty per cent of the names were picked randomly to be respondents for each school. The samples were drawn using sampling frame. Sampling frame is the source material or device

from which the sample is drawn. It is a list of all those within a population who can be sampled and may include individuals, households or institutions (Turner, 1996).

### 3.7 Sample Size

A sample means a specimen or part of the whole population drawn to show what the rest are like (Naoum, 1998). Kothari (2004) defined sample size as the number of items to be selected from the universe to constitute a sample. The study involved 7 school inspectors, 10 head teachers, 51 primary school teachers', one Chief District School Inspector and one District Education Officer (primary). The tentative sample size was 70 (Table 3.1). Primary school teachers are the target group in this study, because they are the ones responsible for the curriculum implementation. They provided lived and rich experiences as well as real voices about how school inspectors contribute to their teaching and learning.

**Table 3.1: Population and Sample Size**

| <b>Category of Respondent</b>   | <b>Population</b> | <b>Number of Respondent</b> |
|---------------------------------|-------------------|-----------------------------|
| PDEO                            | 1                 | 1                           |
| Chief District School Inspector | 1                 | 1                           |
| Head-teachers                   | 10                | 10                          |
| Teachers                        | 102               | 51                          |
| District School inspectors      | 7                 | 7                           |
| <b>Total</b>                    | <b>121</b>        | <b>70</b>                   |

Source: Field Data, 2016

### 3.8 Data Collection Methods

No single data collection technique is considered adequate for collecting valid and reliable data (Shipment 1995). It is advisable to use different methods of data

collection. In these study questionnaires, interviews and documentary literature review will be used.

### **3.8.1 Questionnaires**

The mode of questionnaires applied in this study were open-ended and close-ended questions. Respondents were provided with guiding questions and they responded accordingly. The researcher prepared questions asking the respondents to respond according to their understanding of the phenomenon. This method was used to solicity information from teachers, school inspectors and headteachers. In this study, self-administered questionnaire was employed to gather information from the respondents so as to trap their perception in regard to improved work performance based on the support given by school inspectors (Appendix I). Participants were free to provide their views and opinions on how they understood the importance of school inspection in their teaching profession. This method was used to solicity information from teachers, school inspectors and headteachers.

### **3.8.2 Interviews**

Interview is an oral interrogation between the interviewer and interviewee. The subject or interviewee gives the needed information orally and face to face (Mutui, 2000). Kothari (2004) states that, verbal stimuli demonstrate that the interview method of data collection involves presentation oral verbal and reply in terms of oral-verbal responses. Interview is a powerful tool which enables the researcher to understand respondents about the study under study including perception of teachers. Qualitative interview facilitate the researcher to understand the world from informant

point of view, to unfold the meaning of peoples' experience and to uncover their lived world prior to scientific explanations (Kvale, 1996). The method was considered relevant for this study basing on its theoretical underpinnings of drawing the best from the participants.

The interview helps the researcher to collect data from real lived experience of the informants. It will enable the researcher to learn about teachers' experiences, feelings and the kind of world they live in with the hope they have in school inspection. The method allowed greater flexibility for both the informants and the researcher and it is dynamic enough to ensure that issues are properly discussed and addressed. The researcher used this instrument to collect data from the district educational officer, head teachers district chief inspector of schools and school inspectors. The interviews are particularly useful in the collection of rich qualitative data due to their flexibility, being focused and time-effective (Patton, 2002). Although structured interviews are focused and time-effective, they limit participant's response and overlook emotional dimension (Fontana & Frey 1998; Patton, 1990).

### **3.8.3 Documentary Review**

Documentary review was also used as source of data for this study. Secondary data was collected from the monthly reports from the educational office, the examination records both at regional and national levels, notes boards of the school inspectorate, education office and in primary schools. Moreover, the researcher obtained data on performance of the schools and their relative positions at regional and national levels. Other data collected were the school inspection reports. Both books and papers

specifically journals were very useful in this particular piece of research. Also, the Tanzania Educational and Training Policy of 1995 were useful in tracing government statement about school inspection. According to Brock-Utne (2006) however, secondary data has the disadvantage of being old and may have been collected for a different purpose and from different background. Yet, the secondary data in this study provided information useful for this research and the researcher critically scrutinize the literature and extract what seem to be relevant to the issue in question

### **3.9 Validity and Reliability of the Research Instruments**

#### **3.9.1 Validity**

According to Gay (1981), validity is the degree to which test measure what is supposed to measure. In this research, by piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Instruments were prepared by the researcher under the guidance of the supervisor; areas with ambiguities were removed and corrected before the data collection process.

#### **3.9.2 Reliability**

Reliability is a measure of the extent to which a test or other measures is free from measurement error (Gall *et al.* 2005). Reliability, like validity, depends on how transparent the narrative is (Schensul *et al.* 1999; Silverman, 1993. According to Mugenda (1999), reliability is a measure of the degree to which a research instrument is consistent in giving same results after repeated trials hence the reliability on this study was observed in the following ways; the researcher selected

the sample purposively on the specific area. Then the researcher used a checklist of questions when making interview with respondents so as to achieve data consistency and completeness. Also the data was analyzed and interpreted basing on theoretical framework, therefore, the researcher made logical inferences from data, being precise in describing phenomena as well as minimizing researcher bias or subjectivity.

### **3.10 Data Analysis, Interpretation and Presentation**

Data analysis implies editing, coding, classifying and tabulation of collected data (Kothari, 2004). Quantitative data was coded by assigning a code to every response; the data were organized and presented in form of tables and figures. This enabled the researcher to summarize the data collected using questionnaires, interviews, and documentary review.

The collected data from the field were processed by Ms Word tables, Frequency distribution and percentages to describe major variables. Frequency distribution table was used to present data in a summary form, while percentages reduced masses of data to a form that can be quickly understood at a glance and emphasizes to discover new facts. And tables were used to compare data during interpretation of those data because is easiest and commonly used in analyzing and interpreting collected data, and easily to draw conclusion and come up with recommendations for research activities especial in the study. Quantitative data were analysed descriptively by the help of Microsoft excel, Microsoft word where means, standard deviation, percentages were calculated and presented in tables. Data interpretation is when the researcher can expose relations and processes that underlie his findings (Kothari,

2004). Data interpretation is an effort to establish continuity in research through linking the results of a given study with those of another.

### **3.11 Ethical Consideration**

Ethical issues include critical aspects of not harming respondents. The researcher obtained a clearance letter from the office of the Director of Post Graduate Studies of the Open University of Tanzania. The letter enabled the researcher to seek for permission letter from The District Executive Director to allow the researcher to conduct research in the study area. With the same purpose of ethical consideration, the researcher requested the participants' of study consent to participate in the study. Proceeding to each interview session, the researcher introduced him, describe the study, its purpose and benefits, category of interviewees, steps to be taken to maintain confidentiality and notify them about the duration of the interview. On completion of each interview session, the researcher expressed appreciation to the interviewees for their cooperation and participation. Selected schools was given alphabets as A, B, C, D, etc Prior to data collection, the researcher ensured that the research proposal plus data collection instruments are approved by the supervisor. In addition, letters were given to the participants for informing them the nature and purpose of the study. By so doing, the researcher had to seek informed consent from respondents for their participation.



## CHAPTER FOUR

### 4.0. RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents results and discussion of the findings which were gathered using interviews, questionnaires and documentary review. The chapter focuses on socio-demographic characteristics of respondents, factors leading to effectiveness of school inspectors in assuring the quality of primary education, evaluate the primary school results following teachers' reactions to inspectors' recommendations, and assess ways for improving quality of primary education through school inspectors and to examine perceptions of teachers towards school inspectors.

#### 4.2 Socio-Demographic Characteristics of the Respondents

##### 4.2.1 Gender of the Respondents

In this study, 47 (67%) of respondents were males and 23 (33%) were females (Table 4.1 shows).

**Table 4.1: Gender of the Respondents**

| Respondents category       | Gender    |           |           |           | Total     | %          |
|----------------------------|-----------|-----------|-----------|-----------|-----------|------------|
|                            | Male      | %         | Female    | %         |           |            |
| Teachers                   | 33        | 47.1      | 18        | 25.7      | 51        | 72.9       |
| Head teachers              | 10        | 14.2      | 0         | 0         | 10        | 14.3       |
| School inspectors          | 4         | 5.7       | 3         | 4.3       | 7         | 10.0       |
| Chief school inspector     | -         | 0         | 1         | 1.4       | 1         | 1.4        |
| District Education Officer | -         | 0         | 1         | 1.4       | 1         | 1.4        |
| <b>Total</b>               | <b>47</b> | <b>67</b> | <b>23</b> | <b>33</b> | <b>70</b> | <b>100</b> |

Source: Field data 2016

The male in the category of head teacher were dominant due to the fact that most

male teachers are located in rural areas compared to female teacher who find very difficult to work in remote areas where most of the school in the district are located. Table 4.1 indicates that there was a gender bias in school leadership, all head teachers being male teachers who occupied a school headship position compared to women. In some schools one can find one or no female teachers because many female teachers follow their husbands where they work.

#### **4.2.2 Level of Education of the Respondents**

Table 4.2 indicates that, 85.7% of the respondents were with O-levels education with grade A certificate; 14.7% of the respondents were degree holders. Most of the respondents in this research were primary school teachers who are grade A certificate holders after undergoing a two year course after completion form four (Ordinary level) national examinations, namely Certificate of Secondary Education Examination (CSEE). The certificate qualifies them to be primary school teacher and some are appointed to be head teachers.

**Table 4.2: Education Level of the Respondents**

| <b>Education Level</b>        | <b>Frequency</b> | <b>Percentages</b> |
|-------------------------------|------------------|--------------------|
| Secondary/Grade A certificate | 60               | 85.7%              |
| Degree                        | 10               | 14.3%              |
| Total                         | 70               | 100%               |

Source: Field survey, 2016.

#### **4.2.2 Working Experience of the Respondents**

The respondents had different work experience. Table 4.3 indicates the number of years that the respondents have been working. It shows that all respondents had

different experience in teaching and learning in primary schools though with varying degrees of time ranging from 1 to more than 25 years. Table 4.3 shows that all respondents had worked for more than a year. This denotes that respondents had experience in the teaching and school inspection profession and so they could be in a better position to help to identify areas with weaknesses and how to handle them. It also confirms that individuals fulfilled the basic requirement of working as teachers before becoming school inspectors.

**Table 4.3: Respondents' Work Experience**

| <b>Working experience</b> | <b>Respondents</b> | <b>Percentages</b> |
|---------------------------|--------------------|--------------------|
| 1-5                       | 9                  | 12.9               |
| 6-10                      | 14                 | 20                 |
| 11-15                     | 20                 | 28.6               |
| 16-20                     | 17                 | 24.2               |
| 21-25                     | 6                  | 8.6                |
| 26+                       | 4                  | 5.7                |
| Total                     | 70                 | 100                |

Source: Field Survey, 2016

### **4.3 The Role of School In Controlling of the Quality of Primary Education**

This section presents data from the field on how school inspection contributes to teachers' working performance. This part presents data on teaching and learning, professional support and how school inspection feedback enhances the work of the teacher.

#### **4.3.1 Improvement On Teaching and Learning**

This study sought to investigate the extent to which school inspection has an impact on teaching and learning in Tanzanian primary schools (Table 4.4).

**Table 4.4: School Inspection Improve Teaching and Learning**

| <b>S/no</b> | <b>Question category</b>  | <b>Yes</b> | <b>No</b> | <b>Total</b> |
|-------------|---|------------|-----------|--------------|
| 1.          | Does school Inspection helps you improve in teaching and learning | 51 (84%)   | 10 (16%)  | 61 (100%)    |
| 2.          | Does school inspection provide professional support?              | 49 (80%)   | 12 (20%)  | 61 (100%)    |
| 3.          | Does school inspectors' provide feedback after inspection?        | 43 (70%)   | 19 (30%)  | 61 (100%)    |

Source: Field data, 2016

The questions in Table 4.4 excluded the DEO, CSI and 7 SIs because the researcher wanted information from classroom teachers. Findings presented in Table 4.4 indicate that, 51(84%) out of 61 respondents said school inspection helps them improve teaching and learning. The reasons given included that, they offer advice on how to teach and help the individual pupils in the classroom and how to make or prepare the schemes of work and lesson plans based on the level of the pupils. Further explanation is that, school inspectors provide advice on how to use the teaching and learning materials (teaching aid). They also encourage teachers to perform well in their daily teaching activities.

Through the interview conducted with the head teachers, it was noted that head teachers recognized the role and importance of school inspectors. Among the head teachers interviewed on the role of school inspectors all 10 head teachers responded that schools inspectors were important for their daily activities in their schools. Also head teachers added that school inspectors helped them and their schools to attain their educational goals. There were 9 (90%) head teachers out of 10 who responded on the issues of helping their school to attain educational goals, furthermore, the head

teachers added that the School Inspectors reminded them how to monitor teachers to teach effectively. The head teacher from school 'D' said that;

*“School inspectors report helped me simplify my work and teachers are careful in teaching after the report, School inspection is part and parcel of educational administration. It is used as a tool for quality control in schools by educational managers”*

Again, it was stated that school inspectors reports helped teachers on paradigm shift which emphasises the use of participatory learning methods and techniques. The findings from head teachers supported the findings from the interviews. Teachers admitted that, school inspection is very important; as human beings, tend to forget things and sometimes they need the encouragement to enable them perform to the desired standards. However, the findings were not entirely positive. Data from some of the interview indicated that, when school inspectors visit the schools, normally they collect subject log books, schemes of work, lesson plans and the teaching and learning materials and then, they give marks basing on that. Teachers were also eager to meet with school inspectors in the workshop to exchange ideas on how to improve their teaching and learning.

#### **4.3.2 Professional Support**

The study was interested to find out the contribution of school inspectors on professional support to teachers. It was found that in most cases school inspectors provided professional support to teachers as 49(80%) of the respondents agreed on that matter (Table 4.4). However, the majority of respondents admitted that school inspectors provide professional support where 12 (20%) disagreed and they indicated some of the reasons such as, school inspectors do not help teachers to teach better as

difficult topics are left without any support. Some teacher proposed that school inspectors should show examples or demonstration on how to prepare scheme of work, lesson plan and how to teach at least a single sub-topic of the subject for the teachers to imitate.

#### **4.3.3 School Inspection Reports**

This study also investigated how school inspection reports are useful and helpful to teachers. As it is presented in Table 4.4, 43 (70%) of teachers found, school inspection reports useful and helpful, though some teachers, complained that those inspection reports were not in practical terms, because school inspectors put quite important recommendations, but nothing was done to ensure that such recommendations were implemented or fulfilled. On the other hand, 19 (30%) of teachers interviewed said that, school inspectors report and recommendation were not useful because of lack of implementation. For example when school inspectors visiting the same school a second time they find the same problems still exist. The frequently mentioned problem was about the lack of infrastructure, where classrooms, teachers houses, latrines were the problems identified, teaching and learning materials where school G had I had no very few text book and some books were borrowed from nearby school. The other persistent problem was the distribution of teachers; some schools were given a big number of teachers while other school had few. One can find many teachers in one school whilst other schools have a deficit of more than 8 teachers. In an interview with school E head teacher, he said that,

*“School inspectors visited my school five years ago and wrote a report shown shortage of teacher in our school. The report proposed that the school should be given more teachers to reduce the number of subject one teacher having because we were teaching quite a big number of subjects. But the owner of the school did not work upon school inspection reports and we remained with the same number of teachers for a long time”*

It was also found in this study that, what school inspectors recommend in inspection reports to the owner of the schools, the District Director remained unattended. When school inspectors again visited the same school they find the same problems. In an interview with the Chief School Inspector, this is what she said:

*“We visit schools and write reports. But, we have been seeing very few recommendation have been worked upon, the District Executive Director and the District Education some time take no action one upon our school inspection reports. Indeed, it discourages a lot and we think our work is not valued by the implementers. If you write the report and no body works on it, why should you continue sending the reports that seem useless? We are the education expert and what we observe is what we report so that who run our schools can make use of our report to improve the quality of education. This is so because we are merely the advisers, and in fact, we cannot do anything. Other education officers are to take the actions as to what they see if it is necessary”*.

The other school inspector added that:

*“Inspection ethics needs to provide reports, we have been writing so many reports to every school we do inspection, but no one seems to be interested with them. In my view I think, the district education officer together with all education officers should be very effective and put in mind that the report we give are efficient if they could be used. it seems that there no seriousness in education supervision because reports give what the school is doing and our report aims to improve their academic status. But, it seems they are busy with other things which most of them are not intended to raise or improve academic and the quality of education, it is like our presence and our work is ignored”*

On the other hand, the district education officer admitted that they receive the inspection reports and make use of them although school inspectors stated that they

do not see the implementations of their recommendations. The district education officer had this to say:

*“We normally cooperate with school inspectors in different ways. They give us school inspection reports that after reading the recommendation I normally channel them to the district academic officer for implementation of what were recommended to schools involved. Where there is delay in implementation of their advice it might be due scarce of resources or administrative barriers which considers many factors before decision is made. We sometimes go with them when we are doing our school visits so as to give teachers some advice on how to better their daily academic work and how to better conduct their teaching delivery. Actually, we do not have any problems with school inspectors”.*

The District Education Officer showed the researcher some of the reports from the school inspectors during documentary review. The reports were channeled to the district academic officer who wrote letters to schools which were inspected and gave them instruction as it were advised by school inspectors. The letter from the district academic officer had stipulated time to work on the given recommendations. The findings indicates that, although school inspectors provide recommendations on what should be done in a certain school, they are not legally entitled over the actions deemed necessary for improvements of teaching and learning. But, they can suggest some of the solutions to rectify the problems that confront schools through the provision of useful feedback to the key stakeholders.

#### **4.4 Perception of Primary School Teachers On School Inspectors**

The interest of this study was to find out the teachers' views on school inspections and how teachers perceived the importance of it as a means of improving their work performance. In this category, the study concentrated on information before school



visits, classroom observation, and an opportunity to talk with pupils and whether or not school inspection brings fear during inspection week (Table 4.5).

**Table 4.5: Teachers Views On School Inspection**

| <b>Question Category</b>  | <b>YES</b> | <b>NO</b> | <b>TOTAL</b> |
|---|------------|-----------|--------------|
| Do school inspectors provide information before visiting school?              | 41(67% )   | 20 (33%)  | 61(100%)     |
| Do school inspectors make classroom observation when they visit your school?  | 58(95%)    | 3(5%)     | 61(100%)     |
| Do school inspectors get time to talk to pupils about their academic matters? | 53(86%)    | 8 (14%)   | 61(100%)     |
| Does school inspection bring fear and tension to you as a teacher?            | 57(93%)    | 4 (7%)    | 61(100%)     |

Source: Field data 2016

#### **4.4.1 Giving Information Before Visiting The School**

Majority of teachers interviewed, 67% agreed that school inspectors provided information before visiting schools for inspection (Table 4.5). Although this had two sides of the coin that sometimes when school inspectors provided information that they will visit the school, those who work within the given rules and regulations are able to use it as an opportunity to show up how capable they are. On the other side, it becomes a preparation time for teachers who did not previously do their job properly and so the school can be assessed positively while in reality it is not. One of the head teachers had this to say;

*‘‘When school inspectors provide information, teachers put more efforts to finish their syllabus especially to lazy teachers to avoid blames and accusation from the school inspectors but when they go they continue with their daily routine. This shows that some teachers are fearing school inspection because they do not do their work diligently’’.*

During lesson observation, pre- and post-lesson observation discussion is important, that is before the teacher goes in the classroom, there should be good instruction given to them by school inspector and when the teacher finishes teaching they should discuss and share the weaknesses and challenges observed during lesson delivery. Therefore the interpersonal relationship that ensued between them cannot be avoided. The relationship may be positive or negative. The success of any inspection exercise is dependent on this relationship i.e. the quality of cooperation between the teacher and the school inspector. Some head teachers pointed out that it is not their causes for a school to perform poorly in academic. It is due to many factors as one head teacher said;

*‘‘It is unfair to demote the head teacher because of poor academic performance, as failure is caused by many factors. He explained that the working condition of teachers discourages them from being committed to their work. Some of the problems facing them include poor working condition, insufficient number of teachers, lack of teaching and learning materials, low salary and the delay in promotions to mention a few. Due to these problems therefore, school inspectors should understand the people they are dealing with and find ways to solve the problems rather than blaming them’’.*

Essentially, school inspection is an evaluative mechanism which is directed at school records (academic and financial), school buildings and other teaching facilities, teachers skills of teaching, the management and tone of the school, the school's health and welfare facilities. Also to ensure that students are learning in conducive school environment, to advise and support teachers so as to enhance their efficiency and effectiveness through quality control careful observation and evaluation of the school.

#### 4.4.2 Classroom Observation

The study further explore whether or not school inspectors make classroom observations when visiting schools. The findings indicated that 58 (95%) of the teachers said “Yes” and 3 (5%) said “No” (Table 4.5). However, although it was noted that the majority agreed that school inspectors make classroom observation, for those who said no, there is certainly some evidence that sometimes school inspectors do not visit classrooms where the whole process of teaching and learning takes place.

School F head teacher had this to say:

*“School inspectors sometimes do not visit classrooms and observe teaching. I think this is due to lack of time, when they come to inspect they have a lot of things to check on which sometime they end up collecting the pupils’ exercise books, schemes of work and lesson plans”.*

Another head teacher of school J had this to explain:

*“In inspection exercises, classroom observation is optional because they sometimes do and sometimes not. It seems like there is no procedural arrangement on how to do school inspection and any school inspector can decide which way is easy for him or her to complete the work easier. However, it is not easy for them to understand how the subject has been taught and whether or not learning has taken place to the pupils. In this way it is impossible to assess if pupils has the knowledge which is due to their level and how to share with the teachers to improve teaching.”*

From the above findings, it was learnt that school inspectors did not have opportunity to observe classroom activities when the teacher is teaching pupils.

#### 4.4.3 School Inspectors Opportunity To Talk With Pupils

This study also wanted to explore whether or not school inspectors had an opportunity to talk with pupils so as to find out what were the problems that confronted pupils in their learning process. As indicated in Table 4.5, 53 (84%) of

the respondents said “Yes” when it comes to the issue of whether school inspectors’ had the opportunity to talk with pupils. And it was said that their talk rely on school culture where they ask pupils questions that need to say what things they do most regularly like if they know how to sing the national anthem or the other songs.

School H head teacher in an interviewee had this to say:

*“School inspectors always ask pupils if they knew how to say their school motto, song and national anthem. This is good because it shows them to be aware of their daily routine activities and to understand the culture of the school and the nation at large”*

In the interviews, 18 (36%) responded “No” when asked if school inspectors had chance to talk to pupils. This was found to be unfair because learning is a two-way process, speaking with the pupils is of equal importance as talking with teachers. Pupils are to be involved in solving problems encountered in their academic world.

In an interview with school inspector, one had this to say;

*“the district had more than one hundreds schools, if you entertain using most of your time talking with pupil, teachers will not get what is intended, due to lack of resources inspection is done by concentrating much on what teacher are doing”*

#### **4.4.4 Tension During School Inspection**

This study further sought to find out whether or not school inspection brings tension and fear amongst teachers. It was found that, the majority of teachers 57 (93%) accepted that school inspection brings fear and tension while only 4(7%) said school inspection does not bring fear and tension to teachers, (Table 4.5). However, findings also showed that school inspection is not all a relaxing exercise either and majority of them however do not want to see inspectors every year. When they see school inspectors they hope that they may be helped in the area of weakness though it has

not necessarily been the case as they are not supported in how to teach the difficult topics and that sometimes they are blamed, without a solution. Also, the research found that for pupils to pass or fail in examinations there are so many factors that are involved. It depends on the parents support at home, the teacher organisation of learning and the individual pupil's willingness to learn school environment and teaching and learning materials.

#### **4.5 Challenges that Hinder Effective Of School Inspection**

The researcher investigated factors related to effectiveness of school inspectors in controlling quality of primary education. The investigation was conducted through questionnaires, documentary literature review, observation and interview to educational officers, school inspectors, head teachers as well as normal teachers. It was found that effectiveness of school inspectors in controlling of quality of primary education was hindered by many factors. Some of the factors include inspection visits and what kind of communication style is in place between teachers and inspectors. It also involves the issue of school inspectors' working conditions in relation to their responsibility of inspecting schools, lack of training, insufficient funds, lack of teaching and learning facilities and poor transport.

**Table 4.6: Factors Hindering Effectiveness Of School Inspectors**

| <b>Factors</b>                         | <b>Responses</b> | <b>Percentages</b> |
|--|------------------|--------------------|
| Frequent curriculum changes            | 51               | 83.6               |
| School inspection visits               | 61               | 100                |
| Insufficient funds                     | 55               | 90                 |
| Communication style                    | 51               | 84                 |
| Lack of training for school inspectors | 6                | 75                 |
| School inspectors' working condition   | 8                | 100                |

Source: Field survey, 2016

#### 4.5.1 Frequent Curriculum Changes

Change of curriculum is a problem that has been affecting provision of education in schools. Most interviewed teachers (83.6%) pointed out that frequent curriculum changes were major concerns of the. Many of them said that the government has been frequently changing the curriculum without proper involvement of teachers about how to manage and handle such changes. It was found that seminars on curriculum change involved only one or two teachers and mainly the head teachers hoping that they will teach other teachers at a school.

In an interview with head teacher of school I, he said that;

*“When there is change of curriculum as it is happening now, few teachers are picked randomly from different schools and given training on the new syllabus that are then changed to be trainers of other teachers.*

Teachers thought that firsthand information is what could be more useful to them. All 51(100%) of teachers were on the views that seminars on new curriculum change should involve all teachers. Also teachers were unhappy on the frequent changes of the curriculum because it affects the teaching and learning process of students.

#### 4.5.2 School Inspection Visits

The study further wanted to understand, how many times school inspectors visited schools per academic year. It was found that in most cases school inspectors visited schools once or two per five academic years. The following table shows how many each of the school were visited in five year from 2011 to 2015.

**Table 4:7: Frequencies of Inspection from 2011-2015**

| <b>Schools</b> | <b>Inspection Frequency</b> |             |             |             |             |
|----------------|-----------------------------|-------------|-------------|-------------|-------------|
|                | <b>2011</b>                 | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> |
| A – Masunula   | √                           |             | √           |             |             |
| B – Maskati    |                             | √           |             | √           |             |
| C – Kazuni     |                             |             | √           |             | √           |
| D – Ilobashi   |                             |             | √           |             |             |
| E – Mapingili  |                             |             | √           |             | √           |
| F – Kadoto     |                             | √           |             |             |             |
| G - Ng'walukwa | √                           |             |             | √           |             |
| H – Mwajiji    | -                           | -           | -           | -           | -           |
| I – Imenya     |                             | √           |             |             | √           |
| J – Nduguti    |                             |             | √           |             |             |

Source: Field data, 2016

Duration of five years was considerable time because it can be evaluated. It was found that between 2011 and 2015 school A, school B, school C, school E, school G, and school I, all these had 2 inspection; school D, school F and school J had been inspected 1 times, while school H had not been inspected. This few and less inspection is caused by school inspectors being very few to be able to inspect as recommended. As the table above shows, the top five good performer schools had the same number of school inspection which is the evidence that school inspectors have no impact on quality teaching and learning.

#### **4.5.3 Insufficient Funds**

The capitation fund or elimu bure as it is now popular is the major source of school finance. Thus, the study found that insufficient funds and shortage of inspectors contributes to schools not inspected frequently. When teachers and head teachers

were asked on the frequencies of school inspection in their schools, their responses differed from one school to another as presented in Table 4.7. Insufficient funds also had caused the department not to meet its action plan as table 4.8 shows.

**Table 4.8 Action plans for inspection 2011-2015 in Shinyanga District Council**

| <b>Year</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| Expected    | 73          | 57          | 53          | 91          | 110         |
| Inspected   | 22          | 9           | 28          | 36          | 28          |
| Percentage  | 30          | 16          | 53          | 39          | 25          |

Source: Field data 2016

From table 4.8, school inspection varied from one year to another in relation to their objectives. No year school inspectors were able to visits 60% of their target. Only in 2013 school inspectors were able to inspect 53% of their action plan while other years they were below 50% of their plan. The key determinant was availability of funds. AS result schools were not inspected accordingly. The head teachers were dissatisfied by the school inspection done in their school. It was revealed that it is practically difficult for school inspectors to ensure control of quality primary education because they were not systematically coordinated in inspecting schools because of insufficient funds. This is contrary to the inspection standard recommended by MoEVT that schools should be inspected at least one after 2 years (Education sector Development program ESDP, 2002). Apart from that it is contrary to the URT (2006:P.39) which states that: Every school inspector is expected to inspect 30 schools per financial year.



#### 4.5.4 Communication Style

Another aspect the researcher wanted to explore was about the type of communication style that school inspectors use when discussing with teachers issues pertaining to teaching and learning. Table 4.9 indicates the responses from teachers in the questionnaires:

**Table 4.9: School Inspectors' Communication Style When Discussing With Teachers**

| <b>Respondents category</b> | <b>Frequencies</b> | <b>Percentages</b> |
|-----------------------------|--------------------|--------------------|
| Friendly                    | 40                 | 65.6               |
| Harsh and inhuman           | 15                 | 24.6               |
| Not useful                  | 6                  | 9.8                |
| Total                       | 61                 | 100                |

Source: Field study, 2016

From Table 4.9 40 which are 65.6 percent of the respondents indicated that school inspectors used friendly language when in discussion with teachers. Questionnaires from some head teachers agreed that school inspectors used friendly language when discussing with teachers. The researcher's observation is in the view that teachers appreciate school inspectors to use friendly language. This may not only make them encouraged to be committed towards teaching and learning but also, it may enhance and facilitate the productive discussion between the teacher and the school inspector. As a better alternative to school inspection, the human relation school of thought proposed cooperative and collaborative inspection which emphasised a tension-free, positive affective climate in which the teacher feels free to operate. It emphasises skills like fairness, firmness, openness, acceptance and empathy for the purpose of

securing the teacher's cooperation (Sergiovanni and Starratt, 1979). However, school inspection also constitutes one of the challenges that teachers have to cope with. The demand of inspection expects teachers to be up-to-date in record-keeping (e.g. scheme of work and diary etc.), giving and marking students' assignments and striving to complete the syllabus etc. All these, in addition to having to face close observation and scrutiny by an external inspector can worsen the teachers' and school inspectors' communication style. On the other hand, 15 (24.6%) indicated that the communication style of school inspectors is not useful and, 6 teachers which are 9.9 percent indicated harsh and inhuman language. One interviewee had this to say:

*“Formerly, the inspector-teacher relationship was often uneasy and unhappy, and may occasionally be so even, today, making the word 'inspector' unpopular due to its implications of prying and bullying”.*

Another head teacher added that:

*“Due to unhealthy communication between teacher and the school inspector, some teachers avoid coming to school during inspection. Teachers also have subtle methods like whistling of alerting each other when an inspection as if a detective has arrived. Hot arguments have also been informally reported between inspectors and teachers. Second, the fact that such an inspection is external to the school; some teachers tend to regard it with mistrust. They believe inspectors are not familiar enough with their pupils and so cannot be of much help”.*

However, school inspection is regarded as a tension-soaked, undemocratic encounter which both the inspector and the teacher spend most of the time to cope with instead of concentrating on academic issues which are critical to pupil learning. The researcher found out also that school inspection is not the only possible source of stress that teachers have to contend with in their teaching career. Poor attitude to study and indiscipline by pupils, overloaded timetable, poor working conditions etc.

are some of the courses of stress to teachers which can sometimes contribute to ill-health of teachers.

#### **4.5.5 Lack of Training For School Inspectors**

When school inspectors were asked if they have been trained on primary education inspection only 3 (43%) respondents were trained on how to inspect primary schools and 4 (57%) of the respondents were not trained on how to inspect primary schools but admitted that they were using teaching experiences. There is a tendency or the possibilities for school inspectors to provide inappropriate pieces of advice to teachers due to lack of expertise in the field where it may result into ineffectiveness in controlling the quality primary education.

#### **4.5.6 School Inspectors' Working Conditions**

In an interview with school inspectors, they said that the department is faced with a number of constraints that limited their contribution towards teaching and learning. Lack of transport is one of the big problems because inspection involves moving from the office to schools. The situation of lack of transport hindered school inspectors to reach the school which are located in remote areas where there is no public transport. This make difficult to make follow up to evaluate work capacity of teacher and how to improve their work, also difficult to reach remote schools where many challenges are found. Sometimes the district executive officer supports the school inspectors with a means of transport without fuel, but it is inadequate as did not have sufficient budgets for that purpose and they had not received any fund from the government.

## **4.6 Discussion of the Findings**

### **4.6.1 The Perceptions of Primary School Teachers' towards School Inspection/Inspectors**

The study intended to explore perception of primary school teachers toward school inspectors. The findings indicated that school inspection helped teachers improve in teaching and learning. The study also found that school inspectors provided professional support. The findings corroborate with those given by Wilcox (2000) that school inspection should develop pedagogical skills of the teachers. The findings also agree with those of the study carried by Wilcox (2000) who sees that if teachers are to be inspected, they deserve school inspectors who they regard as acceptable in the subject area and in school inspection professional practice. Teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process.

### **4.6.2 Role of School Inspectors in Controlling the Quality of Primary Education**

The study was interested in finding the role of school inspectors in controlling the quality of primary education. Findings revealed that School inspection plays an important role in striving for quality education, thus helped teachers improve their practice. Earley (1998) supports this findings that school inspection is more of a mechanism that ensures accountability to those who pay for the education of their children which aims at raising quality standards in education. These finding are in line also with OFSTED (1993) who contends that the main purpose of school

inspection is to promote school improvement through the identification of priorities for action and to inform the stakeholders about the school's strength and weaknesses. This shows that school inspectors have a right to conduct inspection within the areas they are assigned. This right comes as a commitment of the government to monitor progress in education institutions. This implies that school inspectors have the role of assisting the teachers to do their work better through collaborative efforts.

#### **4.6.3 Ways Which Inspectors Could Use to Improve the Quality of Primary Education**

Classroom observation was found to be very useful as a strategy in ensuring provision of quality primary education in Shinyanga district. Chapman (2001b), Black and Wiliam (2001) see classroom observation as an important practice of school inspectors. For school inspectors to influence learning, classroom observation should take place as it lies at the very heart of quality assurance of the school and the core function of improving teaching and learning. Inspection report was found to be a better strategy in improving quality of primary education in Shinyanga district. In this study teachers in their statements stated that school inspection reports helped them improve in teaching and learning because reports indicated the strengths and weaknesses of the teachers in particular subjects and they suggest what the teacher should do. The findings agree with Chapman (2001b) who studied changes in the classroom as a result of school inspection and Ehren and Visscher's (2006) study on the impact of school inspection for improvement found that both oral and written feedback from school inspectors was an important stimulus for school improvement.

The research find also that good relationship between teachers and school inspectors help teacher improve teaching and learning where teachers feel free to ask any questions they have when they meet with inspectors. These findings concur with Ehren and Visscher (2008), who share a common understanding that, there should be a positive relationship and respect between teachers and school inspectors in order to have a productive dialogue. It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in teaching it. If the major aim of school inspection, therefore, is to monitor and improve the quality of education provided, the teacher(s) should be helped how to teach the particular subject or topic. The suggestions included provision of training opportunities to subject teachers on how to handle their classroom, financial support should be provided on time by the local government and central government likewise education stakeholder should support education system in Tanzania because government resource could not manage to bring all facilities in schools. The government should improve school infrastructure by constructing and improving school administration blocks and classrooms. Motivation should be provided to teachers to raise good mood in teaching process. Motivation was found to be the best suggestion because if employees in an organization are motivated, they can render services to the employer and customers efficiently and effectively (Mbua, 2003). As Abraham Maslow's hierarchy of needs explains how people (pupils', teachers' and school inspectors') learn best if various needs in the context of the education process are satisfied.

## **CHAPTER FIVE**

### **4.0 SUMMARY, CONCLUSSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a brief summary of the study, conclusion and recommendation on various issues raised in the study. The chapter starts by presenting the summary of the study followed by conclusion and recommendations of the study on the effectiveness of school inspectors in assuring the quality of primary education.

#### **5.2 Summary of the Study**

The purpose of this study was to find out the effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District. The study was guided by four objectives, which were; to identify the role of school inspectors in controlling the quality of primary education, to explore perceptions of primary school teachers' towards school inspection/inspectors, to identify the challenges that hinder effective school inspection, to suggest ways which inspectors could use to improve the quality of primary education

The study was conducted in Shinyanga district where a total of 70 respondents were involved. These respondents were randomly and purposively selected .The respondent included 1 DEO, 1 CSI, 7 school inspectors, 51 teachers and 10 head teachers. Data were collected through interviews, questionnaires, and documentary review. Interviews were conducted to School Inspectors, District Education Officer and Head Teachers, Questionnaires were distributed and answered by primary school

teachers, while documentary review was done through analyzing relevant documents from the School Inspectors office, District Education Officer Office, Head teachers office and primary school teaching documents. The documents included were inspection reports, action plans, lesson plan, attendance registers etc. The data were tallied and converted into percentages.

### **5.2.1 Impacts of Primary School Inspectors on Controlling Quality of Primary Education**

This intended to investigate the impact of school inspectors on teaching and learning in Shinyanga primary schools. Under this research objective, the study finds out the extent to which teachers were provided with necessary support for improvements in teaching and learning. It also intended to investigate whether or not school inspectors provided professional support to teachers and if at all inspection reports were useful in improving teachers' work performance.

It was also found that school inspection reports were important for the improvement of teachers performance. The majority of teachers considered the inspection reports to be useful in improving teaching and learning because in most cases inspection reports indicated the strengths and weaknesses of individual teachers. Also, inspection reports were considered important for informing the authority on the number of problems that face the schools that in one way or another hinder the effective teaching and learning such as the shortage number of teachers, lack of teaching and learning materials and the shortage of classrooms. However, it was further found that the inspection reports and the recommendations given by school



inspectors were not implemented by the respective authorities. This, to some extent affected the work performance of both the teachers and school inspectors.

In this study many teachers stated that school inspection helped them improve in teaching and learning and 92 percent of teachers admitted that school inspectors provided professional support. Teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process. However, teachers wanted to be supported further on how to teach a particular topic or subject. Teachers stated that school inspectors tend to give advice on what should be done without setting the example by teaching a single topic.

### **5.2.2 The Attitudes of Teachers' on School Inspectors in Relation to Their Work Performance**

It was also the aim of this study to explore the teachers' views on school inspection in relation to their work performance. Under this research objective, the issues of concerns were teachers' views on information before school visits, classroom observation, tension and fear during inspection week, and school inspectors' opportunity to talk with pupils. The findings indicated that many teachers in the questionnaires and in the interviews indicated that school inspectors provided information before the actual school visit. The provision of information before school visit enhances transparency and mutual understanding between the teacher and school inspectors. Though some viewed that it makes irresponsible teachers and

head teachers quickly correct their working strategies to avoid blames from the school inspector.

The study further found that school inspection caused tension and fear amongst teachers, the tension was partly perceived to be created due to irresponsibility of the teacher and threats that are accompanied with school inspection especially in connection to the report on the strengths and weaknesses of every individual teacher's work performance. The study found more that, classroom observations were not frequently carried out and even did not find opportunity to talk with pupils. Teachers' views indicated that the school inspectors collected the subject logbooks, schemes of work, lesson plans and pupils' exercise books and judged the performance of the school based on those materials. It was perceived to be difficult for the school inspectors to discern the areas of weakness of the teachers if classroom observation is not a central focus of any meaningful school inspection.

### **5.2.3 School Inspection and Improvement of the Quality of Primary Education**

The study found that, school inspectors visited the school once per academic year or once in five years. It was perceived that making follow ups could enhance the implementation of the inspection recommendations by teachers. The study also revealed that school inspectors succeeded to create positive relationship with teachers. The majority of teachers appreciated that school inspectors used friendly language when communicating with them. Though some indicated that school inspectors used harsh and inhuman language. This denotes that there were some of

school inspectors who used unacceptable kind of language when discussing with teachers.

### **5.3 Factors Hindering of Effectiveness School Inspectors**

In summary, The Effectiveness of School Inspectors in Assuring the Quality of Primary Education was hindered by factors like lack of training to school inspectors and primary school teachers. This led to inefficiency in inspection programs since both SI and primary school teacher had no training funds; This cause the inspectors fail to meet the recommended standards but the education directives ( MoVT) insist that every school should be inspected at least once in every 2 years (ESDP, 2002).

Other factors mentioned by SIs, DEOS, HTs and Ts Hindering School Inspectors Effectiveness includes. Shortage or lack of teaching and learning facilities like classrooms, and desks especially in public schools effects school performance. All respondents who were involved in this this study agreed that lack of learning and teaching facilities like classrooms and desks can affect provision of quality primary education in schools. Schools like Kadoto, Ng'walukwa B, Mwajiji, Mapingili nand Nduguti has lack of classrooms that leads to absence of desks, blackboard and a place for giving lesson instruction.

Other factors hindering teachers teaching effectiveness is lack of adequate teaching and learning materials. Schools like Mapingili, Nduguti, Imenya, Mwajiji, Kadoto, Kazuni, Maskati, Masunula, Ng'walukwa B, Kadoto and Ilobashi had a problem of texts books and learning aids. These cause difficulties in teaching and learning to

both teachers and pupils. The government through capitation grant has been sending fund to buy teaching aids including books but due to frequent changes of school syllabus has led to lack of books as the need of new books to be bought.

Lack of transport made all schools located in remote area from the district headquarter like Kadoto (91km), Mapingili (84km), Mwajiji (75km), Kazuni (59), Nduguti (43km) and Imenya (40km) not be inspected frequently causing ineffective in their work, In this study school inspectors did not seem to be satisfied with their work conditions as they did not have a car as a means of transport because the car that the department has is old and funds for fuel and maintenances have not been brought by the government for a long time. Due to the absence of a car and lack of funds, it has been very difficult to meet the planed action plan of the department.

Another issue looked at in this study was teachers' perceptions on inspection. This study was intended to explore the teachers' views on how they perceived the importance of school inspection on improvement of teaching and learning and whether or not school inspectors provided professional support. The findings indicated that school inspection helped teachers improve in teaching and learning. The study also found that school inspectors provided professional support. The majority of teachers in this study, however, expressed that they would be happier if school inspectors could help them or demonstrate on teaching a particular subject. This could help teacher asses their teaching by comparing their teaching and that of school inspectors hence help towards school improvement in teaching and learning.

It was found that classroom congestion affects teachers' work performance. In Tanzania a class of 40-45 pupils is what has been regarded to be accepted class size according to the government regulations. The problem has been associated with the rapid population increase which does not match with the available resources. While the number of people increases every year, the resources remain the same. Also, when there is enrolment expansion the number of teachers is relatively the same. Teachers said in some schools, a single class accommodated between 40-150 pupils, who made it difficult for the teacher to attend every individual pupil as well as solving individual learning needs.

As a result, according to teachers' explanations many pupils completed a certain level of education without mastering basic skills in reading, writing and simple arithmetic. Rogers and Freiberg (1994) contend that pupils would like a teacher who cares about their learning affairs, their grades, who cares about the whole class, not just teaching Mathematics and other subjects, but a teacher who finds what a pupil is doing, a teacher who listens and supports the pupil, which could be very difficult to achieve in a congested classroom.

#### **5.4 Conclusions**

The purpose of this study was to find out the effectiveness of school inspectors in assuring the quality of primary education and making suggestions as to ways in which school inspectors can have a positive impact on teachers work performance. The study highlighted the strategies the school inspectors use during inspection and their capacity to conduct a thorough inspection as a strategy of providing feedback to

the teachers and building positive relationships that influence quality. School inspection has been proved to be the major means through which the government can monitor the quality of education provided in the community. Teachers explained that school inspectors offered advice on how to teach various subjects and on the proper use of teaching and learning materials. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process.

The study found that, teachers need school inspectors who enable them to solve specific problems in teaching and learning. As argued by Wilcox (2000), the acceptability of school inspectors by teachers will largely depend upon their competence level in their subject areas and the extent to which they can demonstrate their skills level in teaching.

The study also found that that making follow ups could enhance the implementation of the inspection and work efficiency of teachers. The governments should provide schools with enough resources, funds, and infrastructure in order to improve teaching and learning environment. More funds should also be allocated towards the inspectorate department in order to increase school visits that lead to close follow up hence the quality of education. Teachers are to the view that school inspectors should use friendly language when communicating with teachers in steady of command and harsh language. Based on the most significant findings in this particular piece of research, it is concluded that, school inspection plays a potential role in improvement of teaching and learning.

## **5.5 Recommendations**

In the light of the research findings and the conclusion, this study has the following recommendations:

- i) The study suggests that, the local government and central government should organize trainings, seminars or workshops for teachers and school inspectors to perform their functions effectively.
- ii) Since school inspection has been proved to be the major means through which the government can monitor the quality of education provided in the school inspection department should receive proper attention. If no one seems interested in working on such issues within the inspection system, it seems meaningless to have them, and it is waste of time for school inspectors do that job and write inspection reports. It is important, therefore, that the responsible authorities as mentioned above should utilise the inspection findings in order to improve the inspection process which in turn would improve teaching and learning in school.
- iii) Trainings, workshops and seminars should be organized for, head teachers and class coordinators at the beginning and mid of academic session for consistency and effectiveness.

## **5.6 Recommendation for Further Studies**

Similar studies with different schools and in different regions could be conducted in other places for comparison purposes. Therefore the study can be conducted in other areas using the same sample or could include a large population in order to check the effectiveness of school inspectors in other regions.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR SCHOOL TEACHERS

You are warmly invited in the Questionnaires about The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The aims of the Questionnaires are to collect information related to effectiveness of inspectors in assuring quality of primary education. The information you will give will be treated confidentially.

**Personal Information:** Mark (v) where necessary

1. Gender: Male (    ) Female (    )
2. Level of education:
  - a. Secondary (Ordinary level) (    ) b. Secondary (Advanced level) (    )
  - c. Diploma (    ) d. Degree (    ) e. Other (    ) Specify .....
3. Age: 16-20 years (    ); 21-25 years (    ) 26-30 years (    ) years 31-35; 36-40 years (    ) 41-45 years (    ) 46-50 years (    ) 51+ years (    )
4. Your experience at work (years working as a teacher)  
.....
5. 5. How many times school inspectors visit your school per year?  
.....
6. Are school inspectors when they visit the school, do they watch how teachers are teaching in classes? Yes (    ) No (    )
7. Does the school inspectors visiting schools gives professional advise in teaching?  
Yes (    ) No (    ) If yes what help they give? (Please specify)  
.....

8. Do you think the advice they give, help you as a teacher to improving teaching and learning?

• Yes (     ) • No (     )

If yes, please explain how? .....

9. What is the kind of communication school inspectors' use when discussing with teachers about teaching and learning? Please select one. • Friendly and informal (     ) Uses strong language with inhumanity (     ) • Uses unhelpful language in teaching and learning (     )

10. Are Inspection reports to school (feedback) help you in raising standards of teaching and learning? • Yes (     ) • No (     ) If yes how and if not, why do you think            inspections            reports            does            not            help you?.....

11. Does school inspectors get a chance to talk to pupils when they visit the school? Yes (     ) Not at all (     ) if yes. What do they talk with students? If no why?

12. Is it true that when school inspectors visit the school teachers feel fear and anxiety?

Yes (     ) No (     ) If yes, why do you think teachers feel so? .....

13. What do you think should be done for school inspection to be useful in raising standards of teaching and learning? .....

14. Do you think it necessary to have school inspectors to ensure quality education offered in our schools? Please explain. ....



## **APPENDIX II: INTERVIEW GUIDE FOR DISTRICT EDUCATION**

### **OFFICER PPRIMARY (DEOP)**

You are warmly invited in the interview about The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The aims of the interview are to collect information related to effectiveness of inspectors in assuring quality of primary education. The information you will give will be treated confidentially.

**A: Background Information** Mark (v) where necessary

1. Name of district.....2. Gender .... 3. Education level.....4. Number of schools.....
5. i. Number of teachers: Male..... Female.....  
 ii .Qualification a. Certificate..... b. Diploma..... c. Degree..... d .On job training.....
6. For how long have you been in this office as District Education Officer?
7. How do you support inspectors during inspection?
8. What would you consider to be the challenge facing primary school inspectors?
9. Do school inspectors send school inspection reports to you? Yes....No..... If yes, what is your opinion on these school inspection reports? What do you do with the report? How do you disseminate the report to the schools?
10. Do you think school inspection reports can make you effective and efficient in your work performance? If yes, how? If no why??
11. What kind of support do you provide to school inspectors?
12. Is there any positive cooperation between your office and school inspectors? Yes....No..... If yes or not, explain?

13. In your own view, what can be done to make school inspection more useful in improving the work of teachers? .....

***APPENDIX III: INTERVIEW GUIDE FOR DISTRICT SCHOOL INSPECTORS***  
***(DSIs)***

You are warmly invited in the interview about The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The aims of the interview are to collect information related to effectiveness of inspectors in assuring quality of primary education. The information you will give will be treated confidentially.

**A: Background Information** Mark (v) where necessary

1. Name of district.....2. Gender.... 3. Education level.....4. Number of schools.....
5. i. Number of teachers: Male..... Female.....  
 ii .Qualification a. Certificate..... b. Diploma..... c. Degree..... d .On job training.....
- 6 For how long have you been a school inspector?
7. How many schools do you inspect per academic year?
8. What is the most important thing to do when you visit schools for inspection?
9. What kind of support do you offer to the teachers in order to improve their teaching and learning?
10. What do you suggest as mechanisms which could be used to improve teaching and learning?
11. Where do you send your inspection reports and how do you describe reactions of the stake holders on such reports?
12. What challenges do you face in the process of inspection of primary schools?
13. What recommendations do you make to improve the quality of primary education?

14. In which ways do you think your work can be more effective and efficient?

#### APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS

You are warmly invited in the interview about The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The aims of the interview are to collect information related to effectiveness of inspectors in assuring quality primary education. The information you will give will be treated confidentially.

**A: Background Information.** Mark (v) where necessary

1. Name of school.....2. Gender.... 3. Education level.....4 Numbers of teachers: Male..... Female..... Total.....
- 5 . Qualification; a) Certificate..... b). Diploma..... c). Degree..... d).On job training.....
6. How many pupils do you have in your school?  
Boys.....Girls.....Total.....
7. For how long have you been the head teacher at this school?  
.....
8. Do school inspectors provide information before school visiting?  
.....
9. How many times do school inspectors visit your school in each 5 year period?  
.....
10. What would you describe as positive impacts of inspectors role in your school?  
.....
11. What would you describe as negative impacts of inspectors role in your school?  
.....

12. How do teachers react to school inspectors' recommendations or reports?  
.....
13. Please give your comments on what needs to be done in order to improve the  
quality of primary education.....
14. What are the things school inspectors place more emphasis upon when they visit  
your school? .....
15. Is there any professional support that school inspectors offer when they visit  
you? Yes.....No..... If yes, what kind of professional support  
do they provide?
16. What kind of communication style do school inspectors have when visiting you  
in your school?
17. Is it true that when school inspectors visit your school teachers tend to be tense  
and fearful? Explain why and how?
18. What should be done so that school inspections can have a positive contribution  
towards teaching and learning?

## **APPENDIX V: INTERVIEWS GUIDE FOR DISTRICT CHIEF INSPECTOR OF SCHOOLS (CDSI)**

You are warmly invited in the interview about The Effectiveness of School Inspectors in Assuring the Quality of Primary Education. The aim of the interview is to collect information related to effectiveness of inspectors in assuring quality of primary education. The information you will give will be treated confidentially.

**A: Background Information.** Mark (v) where necessary

1. Name of district.....2. Gender.... 3.Education level.....
4. Qualification; a) Certificate..... b). Diploma..... c). Degree..... d ).On job training.....

### **B. Questions;**

5. For how long have you been a chief inspector of schools? ... years
6. How many school inspectors are there in your office?  
Male.....Female.....Total.....
7. How many schools can you afford to inspect in an academic year?  
.....
8. Do you think such a number of schools to be inspected per year are enough?  
Yes...No.... If not, what are the reasons?  
.....
9. What kind of support do you provide to teachers when you visit schools?  
.....
10. What challenges do you meet when visiting schools? .....
11. With whom do you cooperate as part of job performance? .....

9. Is there any positive cooperation between your office and the district education officer? Yes.....No.....

If not, can you please explain how? .....

12. What should be done so that school inspection can have a greater impact upon teaching and learning?.....



## **APPENDIX VI: DOCUMENTARY REVIEW SCHEDULE**

The following things will be viewed in schools.

- Attendance register,
- Lesson plan,
- Education officers' reports,
- School inspectors' reports,
- Primary policy document,
- Scheme of work.

## APPENDIX VII: INTRODUCTION LETTER FROM THE DIRECTORATE OF RESEARCH, PUBLICATION, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,  
P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445  
Ext.2101  
Fax: 255-22-2668759,  
E-mail: [drps@out.ac.tz](mailto:drps@out.ac.tz)

Date: May 24<sup>th</sup>, 2016.

DISTRICT EXECUTIVE DIRECTOR  
P.BOX 113.  
SHINYANGA.

### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Kabati John**. PG201505093 pursuing Master of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled **"EFFECTIVENESS OF SCHOOL INSPECTORS IN CONTROLLING QUALITY OF PRIMARY EDUCATION IN SHINYANGA DISTRICT"**. He will conduct his research in Shinyanga Region from 30<sup>th</sup> May 2016 to 30<sup>th</sup> June 2016.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

  
Prof Hossea Rwegoshora  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA

DEO(P)  
Pse accord the bearer  
every assistance he  
needs towards his  
aims. *[Signature]*  
26 May 2016  
S.N.Y MKU UGENZI MTENDAJI (W)  
SHINYANGA (V)

## APPENDIX VIII: A LETTER REQUESTING FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN THE DISTRICT

P.O. Box 113,  
SHINYANGA

25<sup>th</sup> , May, 2016.

District Executive Director

P.O. Box 113,

SHINYANGA

Dear Sir,

### RE: PERMISSION TO CONDUCT A RESEARCH STUDY IN TEN PRIMARY SCHOOLS IN YOUR DISTRICT.

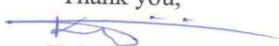
I am a postgraduate student of The Open University of Tanzania pursuing a Master of Education in Administration, Planning, Policy and Studies. I am carrying out a research with the title **“INVESTIGATION OF THE EFFECTIVENESS OF SCHOOL INSPECTORS IN CONTROLLING QUALITY OF PRIMARY EDUCATION IN SHINYANGA DISTRICT”**. Therefore, am seeking your permission to administer questionnaires to the teachers to gather data on the above topic. Schools that I have sited purposively are **Masunula, Kazuni, Maskati, Ilobashi, Mapingili, Kadoto, Ng’walukwa B, Mwajiji, Imenya and Nduguti**.

I therefore humbly request for permission from your office to permit me collect necessary data from the District Education Officer, District Inspectors, head teachers and primary school Teachers. This is purely on academic grounds and no any other purposes. Attached with is the Introduction letter from The Open University of Tanzania for official verification.

I shall be very grateful for your kind and positive response.

Yours faithfully,

Thank you,

  
Kabati John

**APPENDIX IX: A LETTER OF PERMISSION GRANTED TO CONDUCT A  
RESEARCH STUDY IN THE DISTRICT FROM THE DISTRICT  
EDUCATION OFFICE**

**SHINYANGA DISTRICT COUNCIL**



P.O. BOX 113,  
**SHINYANGA.**

27<sup>TH</sup> May, 2016

REF. NO.E.1/30/65  
Headteachers;

**Masunula, Kazuni, Maskati, Ilobashi,  
Mappingili, Kadoto, Ng'walukwa B, Mwajiji,  
Imenya and Nduguti primasry schools.**

**RE: PERMISSION FOR MR. KABATI JOHN TO UNDERGO A FIELD RESEARCH.**

Kindly make reference to the captioned herein. Mr. Kabati John is a postgraduate student from The Open University of Tanzania pursuing a Master of Education in Administration, Planning, Policy and Studies. He has been allowed to undergo a field research in your school. His research title is, **"INVESTIGATION OF THE EFFECTIVENESS OF SCHOOL INSPECTORS IN CONTROLLING QUALITY OF PRIMARY EDUCATION IN SHINYANGA DISTRICT"**.

We sincerely ask for your cordial co-operation and assistance to the student in order to facilitate the exercise. The research period is from June 1<sup>st</sup> to 30<sup>th</sup> June 2016.

Thank you for your cooperation.

A. Mitumba  
For District Education Officer  
Shinyanga District Council  
**ISHINYANGA**

S-PIC: EDUCATION OFFICER  
+ SHINYANGA +